

# McGill reporter

## Principal H. Rocke Robertson announces appointments of Deans, two Vice-Principals

Seven senior administrative appointments at McGill University were announced this week by Dr. H. Rocke Robertson, principal and vice-chancellor. All the appointments take effect June 1, 1969.

The names of the appointees, approved by the Board of Governors on the recommendation of Dr. Robertson, are as follows:

Dr. Stanley B. Frost, dean of the faculty of graduate studies and research since 1963, has been named Vice-Principal (Planning and Development), succeeding Dr. Carl A. Winkler, Otto Maass Professor of Chemistry, who has relinquished the post to resume teaching and research.

Dr. H. George Dion, vice-principal of

Macdonald College and dean of the faculty of agriculture, has been re-appointed vice-principal and will continue as dean for another term of five years.

Dr. Robert E. Bell, director of the Foster Radiation Laboratory and Rutherford Professor of Physics, has been named dean of the faculty of graduate studies and research, succeeding Dr. Frost.

Dr. Edward J. Stansbury, Associate Professor of Physics and associate dean of the faculty of arts and science, becomes dean of the faculty, succeeding Professor H. D. Woods, Bronfman Professor of In-

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THIS ISSUE OF THE REPORTER IS THE LAST FOR THE 1968-69 ACADEMIC YEAR. CONTENTS - some major events 1968-69 ■ Concordia and the students ■ summer school roundup ■ 1969 award winners ■ farewell speech to faculty by Prof. H.D. Woods ■ \$150,000 for Jewish Studies ■ forum ■ coming events ■ notes on theatre by Prof. Hugh Nelson ■ americanization: the problem of measurement.

## Spring convocation 1969

When today's ceremony ends, McGill will have awarded over 2,900 degrees and diplomas in three convocations this spring. Macdonald's, shown here, took place Monday, June 2.

For the first time, the faculty of medicine held its own, for its M.D., C.M. graduates, on May 15.

A trend to more and smaller convocations, like medicine's, is being forecast. This morning, about 2,440 degrees and diplomas will be awarded, with an estimated 1,900 graduands present. The convocation speaker is Dr. Otto Klineberg, a former Montrealer, and social psychologist who is at present involved in a study of student attitudes in various parts of the world.





# \$150,000 for Jewish studies

A total of \$150,000 over a period of five years is being contributed to McGill by the Allied Jewish Community Services of Montreal for the purpose of maintaining a Jewish Studies Programme.

This grant is one of several schemes being suggested and attempted on a national scale to promote the introduction of Jewish studies including Yiddish language and literature in Canada.

McGill's Jewish Studies Programme has been in operation for the past year. Courses were offered in the departments of Philosophy and Religion in addition to those on Yiddish literature given under the auspices of the English department.

In 1969-70 the programme will be greatly expanded. It will include two courses in Jewish history, given by Benjamin Ravid; two courses in Hebrew literature by Ray-

mond Scheindlin; and an introductory Yiddish language course by Leyb Tencer.

The ongoing courses include David Hartman's course on Jewish philosophy, David Rome's introduction to Jewish history of the post-Biblical period, and two courses on Yiddish literature by Ruth Wisse (the Yiddish narrative given in English), and modern Yiddish poetry, for those who have a reading knowledge of the language. Prof. Harry Bracken is founding chairman of the Programme.

Two weekends ago, McGill was officially praised at the first conference on Yiddish held in 61 years. Over 1,000 delegates spent two days at Sir George Williams University and the Adath Israel Congregation to discuss methods of promoting Yiddish as a day-to-day language.

Five crowded, enthusiastic workshops at the Canadian Jewish Congress National Conference on Yiddish met to discuss in detail the modern problems facing Yiddish language and literature. Topics included the Creative Use of Yiddish in the Media, Yiddish in Education, and Yiddish in Literature and the Press.

Although most of the older delegates wondered whether they belonged to the last generation of Canadian Jews to speak Yiddish, an optimistic group of 30 youth delegates thought otherwise.

Headed by Ruth Wisse, they outlined a wide-ranging program to bolster the viability of Yiddish at all levels of Jewish society in Canada. Their recommendations included the establishment of a children's puppet group, and a permanent Yiddish lan-

guage theatre. Promotion of Yiddish in all the popular media was stressed.

Other proposals passed by the Conference at large include the creation of a Yiddish Studies Chair in a School of Graduate Studies in at least one Canadian University, the setting up of a committee of scholars and psychologists to review and suggest Yiddish credit courses in all elementary and secondary schools where feasible, and financial support for all Yiddish newspapers still operating in this country.

The complete success of Yiddish artistic and cultural efforts may have to depend on government aid, because of the great cost involved. In Quebec, the Minister for Cultural Affairs, Hon. Jean-Noel Tremblay told the Congress at a luncheon session that his department would support their aims.

## Robertson appointments

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dustrial Relations who has taken leave to devote some time to writing and research.

Professor John W. Durnford, Professor of Law, succeeds Dr. Maxwell Cohen as dean of the faculty. Dr. Cohen is taking leave of absence for one year to complete a number of writing and professional obligations in international law and related areas.

Professor Helmut Blume, dean of the faculty of music, has also been confirmed to continue in office for a term of five years.

Dr. James McCutcheon, Dean of the faculty of dentistry, has been appointed to another term of five years.

Vice-Principal Frost, 56, was educated at the University of London and Marburg University, Germany, and came to McGill from Bristol University in 1956. He is a former dean of the faculty of divinity, 1957-1963, and is Professor of Old Testament.

Vice-Principal Dion, 54, was educated at the University of Saskatchewan and the University of Wisconsin. He joined the McGill staff in 1954 and has been dean and vice-principal since 1955. From 1951 to 1954 he served with the United Nations Food and Agricultural Organization in Rome.

Dean Bell, 51, took his education at the University of British Columbia and McGill, joining the staff here in 1956. He was appointed director of the Foster Radiation Laboratory and Rutherford Professor of Physics in 1960. He is a Fellow of the Royal Society (London) and the Royal Society (Canada).

Dean Stansbury, 42, was educated at the University of Toronto and came to McGill in 1956 as lecturer in physics. In 1962 he was made assistant dean, in 1963, associate dean for student affairs and in 1968 vice-dean of the faculty.

Dean Durnford, 40, graduated from McGill in 1949 (B.A.) and in 1952 (B.C.L.). He became a member of the staff in 1959 and served as an elected member of Senate from 1964 to 1966. From 1953 to 1959 he practised law in Montreal.

Dean McCutcheon, 49, was educated at McGill (B.A. 1942, D.D.S. 1945) and the University of Michigan (Master of Science in Dentistry, 1948). He came to McGill in 1948 as Associate Professor and Chairman of the department of prosthetic dentistry. He has been dean of the faculty since 1955.

Dean Blume, 55, received his musical education at the University of Berlin and at the Staatliche Hochschule für Musik, Berlin. He came to McGill in 1946 and in 1955 was appointed associate professor and chairman of the department of keyboard and vocal music. He has been dean since 1964.



**Student-run Texaco gas bar: 6810 St. James West, McGill Student Entrepreneurial Agencies Inc. project. This gas bar is completely unique, marking the first time ever that a gas station has been entirely managed and staffed by students.**

## Miss Hutcheson retires in July

Miss Audrey Hutcheson, secretary to the Dean of Engineering, Dr. G. L. D'Ombrian, retires in July after 24 years of service.

During her association with the McGill Faculty of Engineering, Miss Hutcheson served as secretary to four different deans. She joined McGill in 1945 as secretary to Dr. J. J. O'Neil, who was dean until 1952 when he was succeeded by Dr. R. E. Jamieson. Dr. Jamieson was followed by Dr. D. L. Mordell in 1957 who served as dean until 1968 when Dr. D'Ombrian became head of the Faculty.

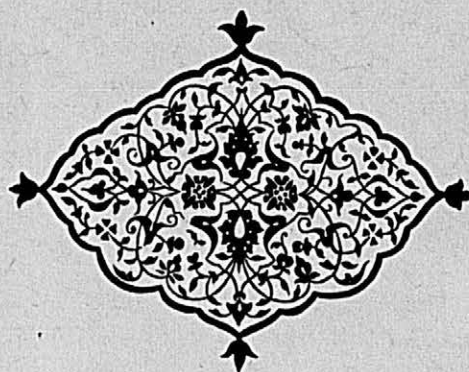
"You couldn't be in your right mind to go to work for a university in 1945 — the salaries were so low," commented Miss Hutcheson while reviewing her years at McGill. "It had to be a real labour of love," she added.

Miss Hutcheson says she has thoroughly enjoyed her years at McGill. "There have been so many exciting developments both within the Faculty and the University in general, and it has given me a great amount of satisfaction to have been involved in them, if only in a small way."

There have also been changes in the University which do not altogether please

Miss Hutcheson. She admits that McGill has lost much of that "family" feeling which was so much a part of the University when she arrived in 1945. "Of course," she explained, "the University has grown tremendously since then and this is the inevitable result, I suppose."

After she leaves McGill, Miss Hutcheson will join the Space Research Institute to work for its director, Dr. G. V. Bull.



## Need a taxi?

The Department of Buildings and Grounds has installed a "Taxi Call Light" at the Roddick Gates as a convenience to members of staff.

A memorandum from P.A. Cunningham superintendent of buildings and grounds, draws attention to the fact that "the system is of special value in either of the following conditions:

"a) When a direct telephone call to a taxi company does not bring immediate results,

"b) When a person is on foot near the front gate.

"For condition a) call local 5846 and ask that a taxi be sent to your building entrance. Give the guard your name, telephone number, and location.

"For condition b) approach the guard in the hut and ask him to call a taxi.

"Please understand that it is very difficult to ask the guard to call you back and confirm that your taxi has been contacted, when he is busy... with traffic and making out tickets.

"On the other hand, if you obtain a taxi by other means please phone him again and cancel your request."



## Preliminary plans for 150th Anniversary approved by Governors

McGill University and the Montreal General Hospital will celebrate their 150th Anniversaries in 1971, and the two institutions will work together to plan appropriate celebrations which will run over the whole year.

At its meeting on May 26, the Board of Governors approved in principle a request submitted by R.F. Shaw (Vice-Principal, Administration) to circulate a plan among those groups which will be asked to participate in the organization of the various events.

The groups in question are the Montreal General Hospital, the Graduate Society, the Students' Society, the Postgraduate Students Society, the Senate, and the Board of Governors.

Mr. Shaw's report to the Governors suggested that events should include education affairs (seminars, conferences, sym-

posia), cultural affairs (plays, concerts, films), ceremonial affairs (convocations, national days), social affairs, athletics.

His report also recommended that a 150th Anniversary Committee, composed of one representative from each of the participating groups, be set up and charged with the responsibility of preparing a program and cost estimates.

This committee would also perform the function of co-ordinating all aspects of the program. Each participating organization would set up its own committee to assume responsibility for its own sphere of anniversary activities.

Mr. Shaw also recommended that the University set up an office with a permanent secretariat to serve the organizing committee.

## Deficit forecast: budget approved

The Board of Governors of McGill University at its meeting on Monday, May 26, 1969, approved the budget of the University for the 1969-70 financial year which commences June 1st.

In presenting the budget to the Board, A. C. McColl, Director of Finance, pointed out that the expenditure budget of \$43,459,000, excluding sponsored research, exceeds the estimate of income from all sources of \$40,763,000 by \$2,696,000 which is the deficit forecast.

"The amount of expenditure shown is the minimum necessary to maintain a proper level of service and provide for the additional 700 students expected next year. At its rate of expenditure McGill is still spending considerably less on a per capita basis than other comparable universities," he said.

Mr. McColl told Board members that the report of the Gauthier Committee, which studies the budgets of the various universities and recommends the size of operating grants to them, was not accepted by the Government and a reduction of \$2,596,000 was made in the grant to McGill.

"Last year, in similar fashion, a cut of \$2,275,000 was made in the McGill grant.

The effect of the Government actions in adjusting the 1968-69 and 1969-70 operating grants has weighed most heavily on McGill which has had to bear 80% of the adjustment to all Quebec universities."

"Inasmuch as the recommendations of the Gauthier Committee are based on careful study and recognize the constraints of an austerity situation, they represent the absolute minimum needs of the University and it is inevitable that any reduction by the Government creates a deficit situation of at least the amount of the reduction," Mr. McColl said.

In addition to the deficit of \$2,696,000 forecast for 1969-70 he added, a deficit of approximately the same amount was expected for the 1968-69 period, a total deficit of \$5,400,000 in the 2 years of which \$4,871,000, or 90% has resulted from cuts to McGill's grants by the Government.

"These continuing deficits are of great concern to the University and affect seriously its assessment of the role it wishes to play in the Province, in Canada, and internationally," he concluded.

In the fall of 1969, The Reporter will publish the full budget for 1969-1970.

## Summer School Round-Up

### ECOLE FRANÇAISE D'ÉTÉ (JUNE 30 - AUGUST 15)

The philosophy of the school, this summer in its 53rd session, is to create a living French cultural milieu. To this end, students and staff alike will live in residence, in Douglas Hall (3851 University) and speak French at all times during the session. Visitors who do not speak French and telephone calls necessitating use of English will not be permitted in the residence.

Every effort will be made to introduce students to the historical and cultural realities of Québec, through the "Get-Acquainted-With-Québec" programme. The programme will include visits to French families, workers and farmers, a trip to Québec City, films on a wide variety of subjects, and luncheon lectures by various Québec personages such as Laurier LaPierre and editors of newspapers. Other special events will include a song recital by George D'Or, a play in French ("Sans Peur et Sans Soleil") by Paul Pierre Roudy, and a piano recital on July 9 by Mlle Françoise Petit, of the Paris Conservatoire.

Courses have been increased to 70 this year (from 40 last year), on three levels of fluency — for undergraduates with 2 years French, for graduate students, and for teachers of French. All staff members are Francophones, educated at French-language universities.

Special lecturers will be M. Lucien Goldmann (Ecole pratique des hautes études de Paris) and M. Guy Michaud (Université de Paris). M. Goldmann's lectures and seminars will be concerned with sociological and cultural questions, especially with reference to Pascal, Molière, Sartre, and Jean Genet. M. Michaud's lectures and seminars will concentrate on poetic symbolism, the New Theatre, characterology in literature, and educational reform in French universities.

Of the 300 students enrolled this summer, 200 are American, 60 French-Canadian, and the rest English-speaking Canadians or foreign students. There are 60 M. A. candidates this year, as compared with 7 last year.

### EXPERIMENTAL SUMMER COLLEGE (MAY 15 - JUNE 30, AUGUST 1 - SEPTEMBER 15)

The aim of the "college where you design your own course" is to return academic

initiative to the student. Each participant submits a one-page proposal for an intellectual endeavor he would like to undertake. Although there are a few individual projects, most people then join a group of from 2 to 12 others, working with a tutor they choose together. These tutors are qualified experts in their own fields, but not necessarily educators.

The school was organized by a group of students and faculty members at McGill and Sir George Williams Universities, who met and discussed the question of experimental education throughout the past winter. A similar plan had been tried at Berkeley for a couple of summers, but could not be continued this summer. Prof. Paul Piehler (Director of Studies), who did some work with the Berkeley group, commented that the Montreal participants are much more personally involved in their projects.

The study group subjects in this first session include: television techniques, "the visionaries — Blake, Yeats, and others," comedy script writing for film, biological science, Zen, the possibilities and problems of a future Utopia, experimental theatre, and rural peripatetics and other sociological themes.

At the end of the term each student will present tangible evidence of what he has learned, and be graded according to a system approved by his group. McGill and SGWU will recognize any credits earned.

About half of the 75 students enrolled live in one of the three informal campuses the school maintains — a house on Stanley Street, a lodge near Ste-Agathe, and a farm near Elizabethtown, New York. Students in the school may stay overnight at any one of the locations.

Registration for the second term is still open. One of the more interesting groups may be the (as yet unformed) group on ecology, which is evolving from the Utopian studies group. Tuition is \$50, with a residence fee of \$20. Financial aid is available for exceptionally needy students. Further information, 842-3041.

### SUMMER SCHOOL OF CHINESE (May 12 - June 27)

Sponsored by the Centre for East Asian Studies, the new Summer School of Chinese is the only one of its kind in Canada. It offers beginning and intermediate levels this year, and will add an advanced level next

year. Students and faculty members live in residence and carry on as much conversation as possible in Chinese. Lunch Table, the group luncheon held every day, specifically stresses these conversational skills. There are 17 students this year — 8 in first year, 9 in second year.

The beginning course concentrates on Chinese sounds and vocabulary, the grammar of Mandarin Chinese, conversation, and writing. English is used at first, gradually being replaced by Chinese as the students progress. At the end of the session, students should be able to write sentences from a vocabulary of 600 Chinese characters.

The intermediate course is designed to integrate reading, speaking, and writing. By the end of the session, students should be able to read modern vernacular texts. Next year, advanced students will learn to read current newspapers and modern literary works.

Extra-curricular activities also play a part in the instructional programme. In the past month, these have included a visit to the Museum of Fine Arts Oriental collection, films on modern China, and a lecture on the history of Chinese language reform. During June there will be some events which members of the University community may also attend — a lecture on Chinese music, a demonstration of Chinese water-and-ink painting, and a film on Chinese acrobatics. In addition, the students will organize an evening at Montreal's Chinese restaurants, and a Chinese musical evening with recordings and small ensembles.

### URBAN STUDIES PROGRAMME (June 1 - September 1)

Planning a future course for urban studies at McGill, as well as involving undergraduates in interdisciplinary learning, are the two aims of this programme. Ideally it will evolve into a "Montreal Institute of Urban Studies" run by several universities, setting priorities, co-ordinating research, and giving fellowships. The 25 students chosen as paid "urban studies assistants" will serve on such research projects as neighborhood animation in NDG, computer analysis of internal migration in Montreal, and new ways in which urbanists may relate to their communities.

In September, a seminar will review

past and current research in urban studies, with emphasis on Montreal, and will examine summer action programs at other universities. Guests will be experts on Montreal's urban processes and problems, as well as researchers from all the city's universities.

### CENTRE FOR CONTINUING EDUCATION — DAY AND EVENING COURSES

The Summer Research Institute of Screen Study (July 2 - August 9) intends to provide the resources necessary for an exploration in depth of the "theatre of the mind" — in which the senses are manipulated in the performance of social, cultural, and mythical roles. For this reason, it will not be useful to those primarily interested in film making or audio-visual aids. Classes will be held at McGill and at the National Film Board.

English Department Summer Courses (July 2 - August 9) include first year English, English as a second language, introduction to drama, Shakespeare, modern drama, the English novel to 1800, modern North American fiction, and drama in the theatre.

Diploma in Management Courses (May 12 - June 30) assist students in accelerating their studies leading to this diploma. The four courses offered this summer are: business statistics, managerial accounting, business and industrial psychology, and data processing and computers.

Computer, Audit & Management Course (May 6 - June 26) is offered primarily to students who will be writing the CICA Exam in October.

Language Courses (May 1 - June 26) in French, English, Italian, and Spanish take place evenings in Peterson Hall. Students are placed in one of 3 levels — from beginning to advanced conversation — by consultation with a counselor.

For further information on any of these courses, call the Centre for Continuing Education, 392-5244.





a scene from theatre xv's production of Boris Vian's "General's Tea Party" which opens June 10.

# NOTES FOR THE THEATRE

## -the Summer Drama Institute

by Hugh Nelson

A study of the theatre and of the body of literature which it leaves behind it as evidence of its transitory passage (of which the written play is only one element) involves one in a gradual recognition of the complex series of dynamic transactions which it involves. The most central of these would appear to be nature of the relationship between the performance and its audience, a relationship which has been more or less formalized at different times during theatrical history such that audiences and performers knew what to expect of each other. The nature of the theatrical space obviously sets a number of the rules of what is essentially a shared game. We seem at the moment to be in one of those periods of transition which are tremendously fruitful and exciting. Beckett, in writing of Proust, refers to those "perilous zones in the life of the individual" when habit breaks down and treaties and pacts concluded between man and his environment become outdated such that "the boredom of living is replaced by the suffering of being."

This state with all its attendant advantages and disadvantages is relevant both to transactions between characters and between characters and their environment as they emerge through dramatic action and to the present condition of both performers and audiences who are no longer altogether certain what to expect from each other. There is also to be considered here the eclectic nature of the contemporary theatre which freely borrows its conventions, its concepts of the theatrical space, and its approaches to mimesis from any and all periods of theatrical history.

In addition, we are, I think, quite rapidly beginning to recognize that studies in drama and theatre, far from being insular and altogether specialized, are intrinsically multidisciplinary. An understanding of various aspects of theatrical interaction relates to an understanding of literature and an understanding of social role-play; the breakdown of the hierarchical structure of theatrical production parallels the breakdown in faith in mandated authority and tends to release formerly repressed material into the workings of the game; audiences no longer necessarily wish to be either manipulated or to escape into a beneficently illusory world; one's function as "actor" and "observer" or as "actor/observer" is seen to extend rather naturally into the theatrical sphere so that the boundaries between theatrical games and social games seem far less rigid; the relationship between teacher and student is perceived as a theatrical one and, as only one example, the kind of understanding of non-verbal signs and signals which is part of an actor's essential vocabulary increases in relevance thus making theatrical transactions central to the learning process; catharsis is no longer accepted as a necessary goal of a relatively fixed dramatic form and audiences are deliberately left queasy, dissatisfied, ques-

tioning, and unreconciled; or, alternatively, catharsis is reintroduced in a much direct, participatory, and frankly ritualistic context. The actor, naked or in costume, is returned to his place at the center of the game but the nature of his role is up for grabs. Audiences also "act." The distinction between intuition and intellect seems less firm and the only apparent absolute is a grasp of the complexity of the act of communication.

The Summer Drama Institute within the Summer School of the Department of English is a first tentative step towards making the study of this kind of experience and activity available to summer students. It includes several courses in various aspects of dramatic literature and theatrical history and a workshop course in which there will be the possibility of some practical application directed towards an increased awareness of the unique communicative characteristics of the theatre. A summer company is in residence in Moyse Hall (now forestaged and blessedly, pillarless) providing activity in which students will be able to share. It is hoped that some small workshop sessions will be possible which would be open to all students involved in the summer program, thus allowing an exchange of ideas. It is unlikely that more than a few of the expectations mentioned above will be able to be fulfilled in this, the first, year of the program, but it seems reasonable to hope that we can make a beginning step towards a summer experience which would make it possible to study the theatre both in its rapidly increasing relationships to the society around it and in its various historical contexts.

Professor Nelson teaches drama in McGill's English Department and is acting co-director of the Summer Drama Institute. Dates for the Institute are July 2 to August 9.

# Theatre XV

Theatre XV is a new English Theatre company that was formed late in 1968. In response to Montreal's increasing need for a strong, dynamic new theatre group, it hopes to provide first-rate entertainment, and to fulfill the need for community services as well. It is partially subsidized by the English Department and the Graduates' Society. Thus, from the start its objectives are to create a first-rate company, to employ young professional actors, and to do as much free community work as its budget will allow.

"These three objectives are now on the road to realization," Guy Spring, producer, told the Reporter. The company is composed on very talented young actors and actresses with a broad range of theatrical experience not only in Canada, but abroad. Montrealers are already familiar with the work of such young actors as Eroll Sitahal, John Hug, David Guthrie, and Anthony Tremblay.

From June 10th through August 16th, Theatre XV will be presenting "The Generals' Tea Party" by Vian, "The Homecoming" by Pinter, "Everything in the Garden" by Albee, "The Indian Wants the Bronx" by Israel Horowitz, an evening of one act plays, and Euripides' "The Bacchae." All performances will be in Moyse Hall at McGill University. The directors of these performances will vary, and will include such seasoned veterans as Dr. Hugh Nelson of McGill University. A schedule of free performances for children's groups will be worked out in the near future.



# PRIZE WINNERS 1968-69

The following list, approved by McGill's Senate, contains the names of gold medalists and prize winners within the different schools and faculties, who will be presented for their degrees at spring convocation, Friday, June 6, 1969, as well as those of the Faculty of Agriculture who graduated June 2 at Macdonald. Names of prize winners in Medicine and Education have been released earlier and separately.

In cases where two names appear two medals are given but other prizes, scholarships, or fellowships are shared.

## BACHELOR OF ARTS

Bunning, Alison, Minister of Education Gold Medal for Great Distinction in the General Course.

Bray, Gerald Lewis, Henry Chapman Gold Medal in Classics.

Walczewski, Alfred; Henderson, Keith, Shakespeare Gold Medal in English.

Von Lobsdorf, Therese Goppold, French Government's Bronze Medal for excellence in French.

Briere, Normand; Goldenberg, Edward Stephen, Allen Oliver Gold Medal in Economics and Political Science.

Lechler, Susan Jacqueline, Governor General's Gold Medal in Modern Languages.

Volgo, Jean Claude; Robertson, John E., Prince of Wales Gold Medal in Philosophy.

Keen, Katharine Lynn, Dora Forsyth Prize in English.

Gapmann, Helgard I., Austrian Government Book Prize in German.

Lechler, Susan Jacqueline, German Government Book Prize in German.

Zlatuschka, Eva M., Swiss Government Book Prize in German.

Hodgins, Sheila Mary; Leimert, Joseph T., Corporation of Psychologists of the Province of Quebec Prize.

Akstinas, Rene, Lionel Shapiro Award in English.

Von Lobsdorf, Therese Goppold; Goldblatt, Harvey, Henry Chapman Prize in Modern Languages.

Zakaib, Marlene M., Ambassador of Switzerland Book Prize in Italian.

Baily, Barbara Muriel M., Ambassador of Switzerland Book Prize in French.

Patel, Mireille (Mrs.), Peterson Memorial Prize in Literature.

Kaal, Friedl (Mrs.), Spanish Ambassador's Book Prize.

Briere Normand; Goldenberg, Edward Stephen, Allen Oliver Fellowship in Economics and Political Science.

Rotter, Frederika; Rynd, Aaron James, Mary Keenan Scholarship in English.

Adams, Martha Rosalind, Italian Government Scholarship for study in Italy.

## BACHELOR OF SCIENCE

Wessel, John Allan, Governor General's Silver Medal for Great Distinction in the General B.A. or B.Sc. Course.

Billick, Robin, Major Hiram Mills Gold Medal in Biology.

Hoffman, Stanley Joel, Logan Gold Medal in Geology.

Doubilet, Peter M.; Chui, Siu Tat, Anne Molson Gold Medal in Mathematics and Natural Philosophy.

Ladanyi, Branka, Horace Watson Gold Medal in Physics.

Delaney, Allen Daniel; Chan, Tak Chor, Society of Chemical Industry Merit Award in Biochemistry.

Billick, Robin, Penhallow Prize in Botany.

Logan, Douglas R.G.; Schwarcz, Joseph A., Corporation of Professional Chemists of Quebec Prize.

Cohen, Gordon Mark, Anne Molson Prize in Honours Chemistry.

Cohen, Gordon Mark, Society of Chemical Industry Merit Award in Chemistry.

Caldwell, Judith Karen, Fantham Memorial Prize in Zoology.

## BACHELOR OF COMMERCE DEGREE

Babins, Larry Louie, Clarkson Gordon Prize in Accounting and Auditing.

Bates, Albert E., Minister of Education Gold Medal.

Bismuth, Claude Clement, Thorne-Gunn Prize.

Fleising, Solomon, Laddie Millen Memorial Scholarship.

Marmaros, Thomas A., Montreal Stock Exchange and Canadian Stock Exchange Prize in Economics and Finance.

Miller, Stephen Malcolm, Sir Edward Beatty Memorial Medal in Economics.

Pfeiffer, Sydney Hyman, F. W. Sharp Prize in Accountancy and Mathematics.

## FACULTY OF LAW

Cooper, Robert M., Greenshields Prize in Criminal Law; The Montreal Bar Association Prize in Civil Law; The Montreal Bar Association Prize in Civil Procedure (shared); The Canada Permanent Prize for highest marks in Wills, Successions, Marriage Covenants and Gifts; The Joseph Cohen, Q.C. Award for consistent high standing throughout the course.

Heller, Stephen S., The Elizabeth Torrance Gold Medal for highest standing in graduating class; John W. Cook, K. C. Prize for the most meritorious member of the graduating class; The Max Crestohl Prize for the best written contribution to the McGill Law Journal (shared); The I.M.E. Prize in Commercial Law (shared).

Karbin, Eric, The Montreal Bar Association Prize in Civil Procedure (shared).

Saibil, Norman A., The Thomas Shearer Stewart Travelling Fellowship.

Serafini, Leonard, The I. Ballon Memorial Medal for outstanding student on the Board of Editors of the McGill Law Journal.

Shapiro, Harvey A., The I.M.E. Prize in Commercial Law (shared); The Lazarus Phillips Prize for highest marks in Company Law and Taxation.

Shapray, Howard, The Max Crestohl Prize for the best written contribution to the McGill Law Journal (shared).

Stein, David A., The Alexander Scholarship.

Wax, Stanley J., The Carswell Company Prize for second highest standing in graduating class.

## FACULTY OF DENTISTRY

Bell, Richard S., Montreal Endodontia Society Prize.

Davis, Donald W., Canadian Dental Association War Memorial Award.

Hwang, Pill J., Oral "B" Prize.

Laszlo, Doreen E., Dr. W. Gordon Leahy Prize; Dr. Arthur L. Walsh Prize.

Markey, Ronald J., Minister of Education Gold Medal; Montreal Dental Club Gold Medal; College of Dental Surgeons of the Province of Quebec Prize; American Academy of Dental Medicine Prize; Canadian Society of Dentistry for Children Prize; University Scholar.

Myles, Thomas A., American Academy of Periodontology Prize.

Teasdale, Christopher J., American Society of Dentistry for Children Prize.

## FACULTY OF AGRICULTURE - DEGREE

Fern, Raymond Keith, Rohm and Hass Prize.

Keddy, Keith Michael, Steinberg Prize.

Kirton, Noel Winston; Robert Raynauld Prize.

MacKenzie, John Alexander, Conklin Trophy.

Radley, Alton Ray, Steinberg Prize; Stern Cup.

Roe, Christopher, Governor General's Medal.

Shimi, Porviz, Robert Raynauld Prize.

Singh, Sarjeet, Lochhead Memorial Prize.

Warnock, Willard Borden, Robert Raynauld Prize.

## FACULTY OF AGRICULTURE - DIPLOMA

O'Reilly, Muriel Adrienne, Department of Agriculture and Colonization Animal Science Prize.

Lynch, Ned F., Department of Agriculture and Colonization Horticulture Prize.

McKinley, Gary H., La Ferme-Farm Management Project Prize.

## FACULTY OF MUSIC

Callon, Gordon James, Gold Medal of the Minister of Education.

## FACULTY OF DIVINITY

Graves, Douglas Bertram, W. M. Birks

Prize for Highest Standing in Class.

## FACULTY OF ENGINEERING

Ali, John Nizam, R. G. K. Morrison Prize.

Avedesian, Michael M., The Ernest Brown Gold Medal for Highest Ability throughout the Undergraduate Course; Society of Chemical Industry Merit Award; Athlone Fellow.

Bartlett, Douglas Robert, British Association Medal for Great Distinction in Metallurgical Engineering.

Benedek, Peter, British Association Medal for Great Distinction in Honours Electrical Engineering.

Chang, John Clifford, British Association Medal for Great Distinction in Electrical Engineering.

Clough, Paul David, John Bonsall Porter Prize.

Des Trois Maisons, Paul E., British Association Medal for Great Distinction in Mechanical Engineering Honours Course.

Funnell, William Robert J., British Association Medal for Great Distinction in Honours Electrical Engineering.

Giannangelo, Salvatore, British Association Medal for Great Distinction in Chemical Engineering.

Kaplan, Michael Allan, British Association Medal for Great Distinction in Honours Electrical Engineering.

Labonte, Laurent Real S., The C. Michael Morssen Gold Medal; British Association Medal for Great Distinction in Civil Engineering; Robert Forsyth Prize in Civil Engineering.

Matyas, Andrew George, Birks Gold Medal for Highest Standing in Metallurgical Engineering; Athlone Fellowship.

Struminsky, Eugene Steven, E.U.S. 1st Prize for Technical Paper.

Yu, Simmon Sing Kong, British Association Medal for Great Distinction in Chemical Engineering.

## SCHOOL OF ARCHITECTURE

Downey, Stanford Paul, Hugh McLennan Memorial Scholarship; Royal Architectural Institute of Canada Medal.

Naves, Gary John, Minister of Education Medal.

Starenky, Stefan, A. F. Dunlop Scholarship.

## SCHOOL FOR GRADUATE NURSES - DEGREE

Delahanty, Margaret B., Montreal Women's Personnel Association Prize for best essay by a woman student.

McKesy, Gilda, Lexy L. Fellowes Memorial Prize for high standing in the final year.

## SCHOOL FOR GRADUATE NURSES - BACHELOR OF SCIENCE IN NURSING

Simon, Adele G., Prize for highest standing.

## SCHOOL OF FOOD SCIENCE

Marshall, Susan Glenise, Governor General's Medal.

Robinson, Amanda Jane, Garland Prize.

Stokes, Carol Beatrice, Art of Teaching Prize.

## SCHOOL OF PHYSICAL AND OCCUPATION THERAPY

## BACHELOR OF OCCUPATIONAL THERAPY

Cornfield, Carolyn E., Quebec Society of Occupational Therapists Prize for highest standing in Clinical Practice.

Hopkinson, Brenda, Canadian Association of Occupational Therapists Prize for highest standing in theory of Occupational Therapy.

## BACHELOR OF PHYSICAL THERAPY

Wedge, Brenda M., The Canadian Physiotherapy Association Book Prize for highest standing in the final year of the Bachelor of Physical Therapy programme.

## BACHELOR OF SCIENCE - PHYSICAL THERAPY

Richards, Carol L., The Minister of Education Gold Medal for highest standing throughout the B.Sc. (Phys. Ther.) programme.

## FACULTY ARTS AND SCIENCE - LITERARY SUBJECTS

Aronoff, Marc; Volgo, Jean Claude, Moyse Travelling Fellowship.



# Babelian Verse

Babelian Illustrations No. 1, edited by Henri Jones of McGill and published by the French Canada Studies Program is an exciting collection of polylingual verse. Informing us as to the techniques and philosophy of the Babelian poets, Professor Jones writes:

The Babelians who are expressing themselves in this first book, are neither students nor amateurs but poets. Although I undoubtedly discovered them while working on poetry at the university level, it still remains that all our research work has been done outside the University, according to a discipline that belongs to us only.

Starting from the essential poetic school in the second quarter of this century, we intend to demolish its barriers (which are now rotten) with various groupings of numerous languages, permitting an infinite scale of variations, an infinite range of intermediary phonetic discoveries.

Everything was decided when my friends A. Acker, Marcel Jean, and Henri Pastoureaux, ex-surrealists, spontaneously opted for our venture, as our manifests will shortly evidence. Everything was decided when Professor Leonard Forster of Cambridge University, who is a polylinguism historian, and occasionally a structural poet, encouraged a synthesis after many sporadic attempts, which were nearly always individually or collectively experimental.

The age of Babelianism is ours. Every language reduced to itself, is used up in logical and illogical resources; social, verbal, grotesque, virtual, visual, emotive, erotic, centripetal, centrifugal, mystical, and even plastic! The musicality, the typography, the punctuation, the artifice of new signs, all say very little, if looked at through a stale symbolism. Let other languages intervene! A paradisiacal vision then opens up, vision whose limits are impossible to foresee.

Polylingualism does not only protect the freshness of the most personal creation, but also adapts itself to the deliriums of group work and even to a highly elective communal life. In short, it leads to asceticism, to audacity, to the overflowing of raputrie. We already see this. It is a happy sight. But purists ought to be careful! It is only a dangerous beginning in a wonderful dangerous life, which my Babelians will know how to live.

Babelian Illustrations No. 1 is available at most bookshops.



# ASPECTS

some major events of 1968-69

## CEGEPs reviewed

In 1967 the Québec Parliament approved Bill 21 establishing CEGEPs as described in the Parent Report "creating a system of general and professional institutions between secondary school and university." In September of that year, some French-speaking CEGEPs opened their doors to students. A Charter for the English-language Dawson College was approved on September 3, 1968.

McGill took no firm stand on CEGEPs until November 1968 when it was proposed that Macdonald College buildings be rented to a West-Island CEGEP, and that one generation of CEGEP students in the B.A. and B.Sc. programmes be admitted to the central campus, until the proposed move of the Education Faculty to the Montreal campus in 1970.

McGill stressed that it expected only one generation of CEGEP students. Any more than this would cause overcrowding on campus, and would tend to shift badly needed resources away from higher education. Before implementing its proposal, McGill asked the Québec government to guarantee its academic autonomy. It also wanted financial support from the government to defray the cost of instituting the new system on campus, as well as assurances that and that the fees at CEGEP-level would not have to be too high considering that students at Dawson College would pay no fees, the Faculty of Education would be allowed to move downtown for 1970. McGill also wanted to prevent any disruptive staff adjustments as a result of the new collegial level training program on campus.

On March 5, 1969, in consideration of the dismay felt by many parents and students that no decision had yet been taken by McGill for the coming academic year, Senate acted. It passed the Oliver-Pounder proposal, suggested by the government which established a five-year parallel CEGEP programme at McGill for a maximum of 4 years (4 generations), with collegial-equivalent studies leading to a first degree in the appropriate faculties.

It is estimated that this will provide a stable student population on the Montreal campus from 1969-1974. It was felt that the proposal for four "generations" was better than one, because the former would provide a smoothly-administered policy, while the latter was too short for an effective attempt at providing collegial-equivalent education.

In April, Principal Robertson approved fees of approximately \$460. for Québec students entering the McGill CEGEP program and foreign students will pay regular university fees.

On May 19, 1969 the Senate's Committee on Collegial Studies drew up a detailed report on the regulations, status and conditions of admission for CEGEP students.

## student direct action

● Architecture students in the fourth, fifth, and sixth years boycotted classes from November 19th-22nd to obtain a say in the formulation of their curriculum. Students wanted a workshop set up where a comprehensive re-evaluation of the curriculum programme could be made. The strike terminated when students accepted a staff suggestion to hold open study sessions to discuss the student grievances.

● After two months of what they felt to be fruitless discussions with their department, 500 Political Science students voted on November 26th to take direct action to fulfil their demands. With support from the ASUS, CUS, UGEQ, and other university bodies, students occupied the fourth floor of the Leacock Building, and conducted a peaceful sit-in and sleep-in with continuous seminars and debates. After a week of

televised mediation proceedings, the department agreed to allow student representation on several of its committees, and both sides agreed to a system requiring majority consent of both student and faculty contingents on section. The student demands had been reduced from parity on all committees to one third across the board, and then from one third to the position that was finally accepted.

● A 30-man contingent of the Montreal police riot squad cleared eleven student members of the right-wing Mouvement pour l'Intégration Scolaire from an Administration Building annex they had occupied for three hours on December 4th to protest proposed legislation guaranteeing English-language linguistic rights in Québec.

● On February 18th, Principal Robertson charged political science lecturer Stanley Gray with "conduct that affected adversely or was likely to affect adversely the general well-being of the University." Gray is said to have participated in three attempts to "disrupt" meetings of university bodies. These were the meeting of the Nominating Committee of the Senate on January 24th, the Board of Governors meeting on January 27th, and the Senate session on February 5th. The matter is now being investigated by a CAUT arbitration committee of three.

● After two months of intense preparations, including the plastering of Québec campuses with stickers bearing the slogan "McGill Français," about 10,000 persons marched on McGill on March 28th to demand the almost immediate transformation of McGill into a French university. The march, sponsored by CEGEP action committees, various ultra-nationalist groups, and the so-called Radical Students' Alliance at McGill, proposed the abolition of the "tokenist" French-Canada Studies Programme, the lowering of fees by \$200, the opening of the McLennan Library to the public, and most important, that McGill become a French-language university within three years. Several days before, five campus leaders denounced the proposed demonstration as an attempt to provoke a bloody clash between the two language groups, and asked McGill students to stay away. For the most part, the demonstration at Roddick Gates was orderly, and little damage was caused. President Raymond Lemieux of the MIS, one of the organizations sponsoring the march, said later that if their demands were not met, future demonstrations would be greater in number and more intensified.

## academic developments

● During a 10 day period in January some 600,000 books were moved from the Redpath Library to the new \$7,000,000 McLennan Library. The move was accomplished by a staff of 179, who working around the clock moved 20,000 books each eight-hour shift. Although the move did not begin until January 10, the McLennan opened for business on January 21. The Redpath Library will be closed until the 1970-71 term for extensive renovation and modernization. Official opening of the McLennan Library takes place this afternoon at 3:00 p.m.

● The McGill Institute of Islamic Studies opened a branch in Tehran, Iran. The Branch is described as "an organized academic effort to bring the hitherto neglected Iranian contribution to philosophy in the past 500 years to the attention of Western scholars and the world in general." It includes a research library and study facilities.

● Dr. Han Suyin, celebrated Eurasian novelist and historian, delivered this year's



McLennan Library officially open, June 6



Montreal's riot squad makes first appearance on McGill campus

Beatty Memorial Lectures on October 22, 24, and 29. The three lectures entitled "Asia, Today, Yesterday, and Tomorrow" drew capacity audiences of about 3,000 to each of the lectures.

● Dr. Michael K. Oliver, Vice-Principal (Academic), on March 24 proposed a programme for the French language at McGill. He suggested that Francophone registration be increased to about 20 per cent, that full service to the non-university public and to Francophone students in the French language be provided, and that a variety of courses in the French language in all faculties in addition to courses offered in English be offered. Dr. Oliver's suggestions constituted one part of a major debate which raged on the campus for the entire year.

● Dr. E. C. Webster, director of the McGill Centre for Continuing Education, proposed to Senate that the University offer to the English-speaking population of Montreal an evening degree programme. "The Montreal campus of McGill today accepts no responsibility for university level education of anyone who has not been admitted as a candidate for a degree that will be earned in the daytime. Because of this we have lost the support of a large section of English-speaking Montreal," he said.

● An interdisciplinary programme in North American studies will be listed for the first time in the 1969-70 Arts and Science calendar. The programme is designed to offer undergraduates a fairly comprehensive view of the growth and achievement of North American civilization, and to acquaint them with a variety of disciplinary methods. Co-operating departments are English, History, Economics

and Political Science, Fine Arts and Geography.

● Since July, 1968 six McGill doctors have been in Nairobi, Kenya helping establish and develop University College's departments of pediatrics and internal medicine. As well as teaching the undergraduate Kenyan medical students, each medical team is responsible for the professional care of patients in a teaching unit and the Canadians have taken part in various clinics and hospital committees. The six doctors involved are Howard Mitchell, Lorne Shapiro, and James MacDougall in internal medicine, and John Charters, Alan Finley, and Colin Forbes in pediatrics.

● McGill launched an East Asian Studies Programme under the direction of Professor Paul T.K. Lin this year. The Centre was established in recognition of the increasing importance of teaching and research in the field of Chinese civilization. This summer the Centre is conducting a Summer School of Chinese.

● The University revamped the makeup of its main governing bodies — The Board of Governors and Senate. The most significant change made in the membership of the Board was the provision for the election of five members by and from Senate. Student members of Senate are eligible for election to the Board under this category. Total membership of Senate was increased from 38 to 65. Students now elect eight members of Senate. Another radical revision of Senate gave elected members a numerical majority. Previously there were only nine elected members. At the same time as students were gaining representation on Senate, many of Senate's committees moved quickly to provide for student membership.



# Report of a meeting of the Faculty of Arts and Science, May 27

The first part of a meeting of the Faculty of Arts and Science May 27 was closed to the Press. At that time awards and degrees were recommended and discussed before being sent to Senate for approval.

When the meeting was opened, the "Report on the Special Announcement for First Year Students" was the first item to be considered. This announcement, describing college-equivalent courses to be offered in all Faculties was briefly discussed and then accepted by the Faculty. The vote was unanimous.

The college-equivalent program will consist of ten courses, with satisfactory standing in eight of them required for completion of the programme. "Satisfactory" is anything above a D. D is considered a passing grade but not "satisfactory." Provision is made for a student to take supplemental examinations. As well, in certain cases, a student may take a summer course to improve his mark.

The second item of business was the question of a committee to study the constitution and structure of the Faculty itself. Professor H. D. Woods, who has now retired as dean of the Faculty, said that Faculty was "on the verge of a major convulsion." He felt that a complete reorganization of Faculty was forthcoming. The motion to establish the committee was passed. Members of the committee will be proposed by a nominating committee which will be jointly composed by this year's and last year's nominating committees.

A student in second, third, or fourth year, who has mathematics as one continuation subject and who takes more than one Economics course in one year may take one of those economics courses in lieu of a third science subject different from the continuation subject." This item, which means that a science student may now "major" in economics, was passed with three dissensions.

The last subject to be discussed was Laurier LaPierre's proposal for a French Canada Studies Programme. Professor Woods suggested that a committee be established to direct proposals concerning the programme to appropriate divisions in the Faculty. At present the programme operates under the aegis of the Graduate School. According to Professor Woods the problems of staff, finances, and course distribution would arise in the changeover to the undergraduate level. A Faculty Committee was needed, he said.

LaPierre, speaking to the motion, said that he would not let himself be pushed around by "administrative rigmarole." He was fed up with being continuously refused acceptance of his programme. He said that he had worked on the programme for two years and that the time had come to implement it, not to send it to another committee for destruction. He said that he was not

going to cooperate with any committee which the Faculty established; that he would neither communicate with it nor send it material.

After debating the matter for some time, Faculty passed a motion which would establish a committee to report on aspects of the French Canada Studies Programme. At the conclusion of the meeting Professor C. D. Gordon stood to offer his thanks on behalf of Faculty to Professor Woods for his service to the Faculty and to the University during the past five years.

Professor Woods then took the opportunity to address Faculty and speak on matters relating to the past and to future prospects for the Faculty and for the University as a whole. An abridged version of his remarks appears in this issue.

## Americanization: the problem of measurement

by Archie MALLOCH and John TRENTMAN

While sharing the alarm recently expressed by a number of our colleagues over the apparently rapid Americanization of Canadian universities, we are bound to point out that in one respect at least the exposition of the problem has been unacceptably crude. The statistics offered by Professors Matthews, Steele, Dudek, and MacLennan are cast in terms of "Canadians", "Americans," and "others". Now it may be that in order to call public attention to the present danger, it is necessary to use such gross units of measurement, but when Professor MacLennan's quota plan is carried into effect, Canadian universities must in all honesty use a more precise instrument of measurement. The day is fast approaching when directors of personnel in Canadian universities will have to determine the national identity of each of the many hundreds of academic personnel on campus. What will they do with the man who was born in Newfoundland prior to 1949, did his undergraduate work at Dalhousie, did his graduate work at Columbia, taught for three years in Pennsylvania and has now been teaching at McGill for two years? A simple determination that such a man is or is not a Canadian cannot do justice to the complexities of his being, and we submit that no university teacher conscious of his responsibility to maintain high standards of intellectual discrimination will be content to have the question resolved in so procrustean a manner. We propose therefore that following the precedent created some years ago by the Board of Broadcast Governors, a serious effort be made to determine the Canadian content of each member of the teaching staff in our universities. We envisage a reliable formula — ultimately a computer programme — that could handle all the relevant items of information. The devising of such a formula rests with colleagues in the mathematical sciences, whose help we now earnestly solicit. What we offer here is a brief survey of what seem to us to be obvious topics or categories for inclusion, together with our estimate of the relative importance of each. Within each category there are subtle questions that we cannot pretend to have answered fully, but it seemed worthwhile, nevertheless, to describe some of them and to indicate possible solutions.

### Birth, Residence, and Citizenship

Allocations under this heading require a judicious balancing of objective and subjective

factors. It would be unfair to give too great a weight to the mere accidents of birth and residence; on the other hand, it would clearly be undesirable to give so great a weight to questions of will and intention in a professor as to suggest that there is no objective difference between a Canadian and an alien. We propose, therefore, that normally there be a modest allocation of points for being born in Canada, and a further allocation of points for each year of residence in Canada, the points per year to diminish after the age of fifty (this last qualification based on the assumption that after fifty the inertia factor begins to outweigh considerations of national virtue). Again, we propose that normally a somewhat larger allocation of points be given for becoming a naturalized Canadian (as an act proceeding from the mature will, rather than from the accident of the mother's location at full term) and that the same allocation of points for residence apply as for someone born in Canada. These two general rules, however, should be subject to certain qualifications. If it can be shown that the mother of the professor in question assured his birth in Canada by some unusual or heroic effort to cross the border before parturition, then by an argument from derivative virtue, we propose that the same number of points be allocated as for naturalization. We propose further that if it can be demonstrated that a professor born in Canada has never in the course of his life left his homeland, he should be eligible for a fidelity bonus, to be included in the annual computation of his Canadian content until such time as he forfeits it by leaving the country.

Several difficult questions have been brought to our attention under this heading. Should there be some official recognition of what we might call naturalization by desire (analogous to the ancient doctrine of the church, baptism by desire)? We know of a colleague, born elsewhere, who wrote to the Department of Immigration shortly after his arrival in Canada, asking what steps were necessary to become a naturalized citizen. He never received an answer and has since then been so occupied with his teaching and research that he has not had time to repeat the request. It may seem unfair that such a man should forfeit his allocation of residence points during all these years merely because of the inefficiency of our federal bureaucracy. Another question: Should there be any attempt to award points for place of conception? Without intending to dismiss the question, we feel bound to observe that quite aside from the difficulty of

establishing the event in question, such an allocation would be bound to revive the old question (canvassed by many theologians) of the exact time at which the infusion of the soul takes place. Another question: in calculating residence points, should there be a regional equalization plan that could take account of the fact that being a resident of Canada demands more national virtue in some parts of the country than in others?

### Marriage and the begetting of more Canadians

We know that our readers will share with us a reluctance to subject profound personal relationships to quantification, but marriage and parenthood are undeniable elements of human life and therefore must come within our present considerations. We propose that a significant allocation of points be made to a non Canadian who contracts matrimony with a woman of 51 percent of better Canadian content. As a corollary, we recommend that any Canadian who contracts matrimony with a woman of less than 51 percent Canadian content forfeit an equal number of points. For each child born in Canada of two Canadian parents, we recommend an allocation of points that would be included in the annual computation of the professorial parent's Canadian content until the child reaches his majority. If both parents are professors, only one would be eligible to include this allocation in his content, and the allocation would be forfeited if the child were to be sent to an American school or college, or were to spend two consecutive summers outside this country. Though the matter is likely to be contentious, we nevertheless propose that no points be allocated to children born of mixed national parentage, as their potential for Canadian fidelity must be regarded as poor.

In recognition of the important part played in our country's history by the Indian and the Eskimo, we propose a native people's bonus to any professor (Canadian or other) who allies himself by marriage, or some more primitive rite, to one of the category, of marriage, but we suggest that they be dealt with as they occur by the appeals body described below.

### Procedures

Recognizing that the health of an institution of higher learning depends on a considerable diversity within the teaching staff, we propose that though the Canadian content

of each individual professor should be computed accurately, the decisive computation should be the average Canadian content within a department. We recommend that each university department be required to attain a minimum of 67 percent Canadian content. We choose the figure 67, not only because it commemorates in its digits the year of Confederation, but because it represents a commitment to Canadian identity that might be expressed in an adaptation of an ancient Latin motto: *ubi tres academici, duo Canadenses*. We propose that the necessary calculations be made for each department in March of the year using a formula elaborated out of the discussion above, that the budget of a department be reduced by the number of percentage points that department falls below 67 in its average Canadian content, but that a delinquent department be allowed five months (i.e., April through August) to raise its content before the reduction is applied. No one is more anxious than we to see rigorous standards maintained in so important an area as this, but the generosity of the Canadian spirit is best expressed by allowing the careless or forgetful time to realize their full Canadian potential. Our proposals under the two categories above may not seem to allow a delinquent department much recourse during this five-month period, but certain moves would be obvious. Celibate members of the department could be directed to take unto themselves Canadian partners; married members of the department could be encouraged to beget Canadians and thus encumber (as it were) those departmental funds whose loss is threatened; and finally if the situation were desperate, members of the department could divorce non-Canadian partners and replace them with Canadians. If a department after such recourse is still unable to attain the 67 percent demanded, then it must institute a long-range Canadian development plan and in the meantime accept the consequences of its earlier follies.

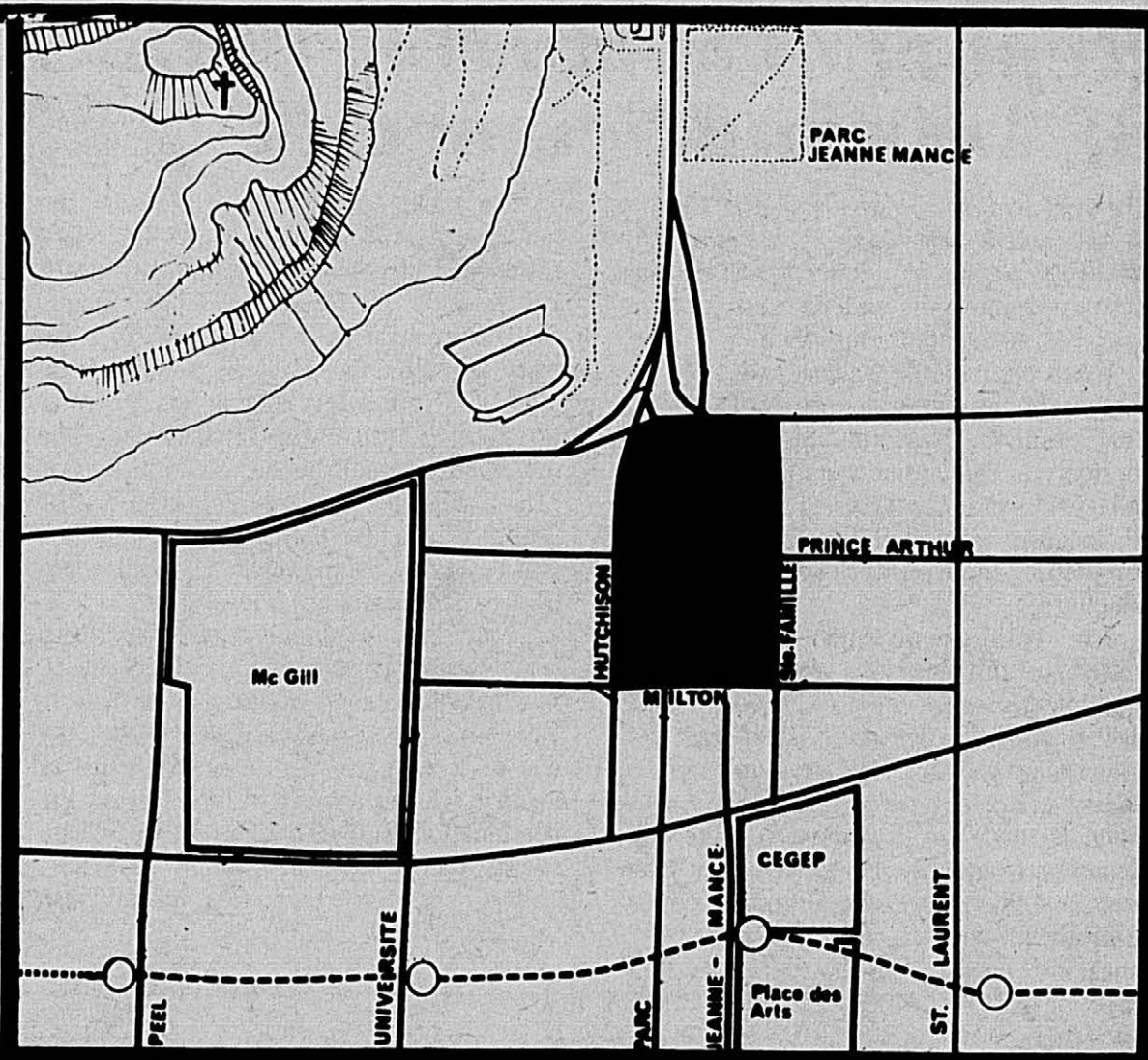
### Appeals Board

It must be obvious that no system such as this proposed can function justly or efficiently without some form of appeals body. In a matter such as this, where feelings run strong, it seems appropriate that such an appeals body be composed of objective observers who can assess the nature of the Canadian identity with some detachment, and therefore we recommend that it be composed exclusively of Indians and Eskimos.



# CONCORDIA AND THE STUDENTS -ANOTHER CRISIS?

by Harvey Mayne



What will happen to the McGill student ghetto in the next five years? This is the urgent question being asked by officials responsible for student housing as a result of plans recently announced plans to redevelop the Milton-Park area.

Concordia Estates Limited, which has been buying up property in the six-block area bounded by Pine, Hutchison, Milton, and Ste Famille streets, says it intends to undertake "a major community redevelopment project in mid-Montreal."

Over the past ten years, Concordia has bought up over 96% of the property in that area. It plans to demolish most of this to make room for a \$200 million complex of apartment buildings, boutiques, and parks to be called Cité Concordia.

There are 3,000 students living in the area and, as is to be expected, the prices for dwelling units will rise well beyond the average university student's income.

Many residents are either old age pensioners, or low-income families, for whom Concordia has said it will create a "bank of housing" to minimize the bad effects of displacement.

There are now 3,000 students living in an area immediately east of McGill University, comprising buildings within the boundaries of University, Hutchison, Pine, and

Sherbrooke streets. Over the next five years, as Concordia completes the first stage of its project, the value of property in this adjacent area will rise considerably, and other real estate companies will probably move in and take over large amounts of property.

Planning in this area would conceivably follow that of Cité Concordia, and an entire low-cost housing area would disappear to be replaced by high-cost, high-rise apartment buildings.

Brian Hirst, Chairman of the McGill Students' Society Housing Committee, predicts that once interference from other developers intensifies, the student ghetto will be forced to move west of McGill.

To counteract the ill effects of this move, the Students' Society has set up an independent non-profit organization known as the McGill Students' Housing Corporation (MSHC) to own and administer co-operative buildings in the area around McGill.

The corporation has bought the St. John Ambulance Building on MacGregor St. and hopes to convert it into a co-op for 265 people by 1970. This, Hirst hopes, "will start the nucleus of a new ghetto west of McGill."

The Housing Committee sees co-ops as

the ideal solution to the crisis condition in student housing. In view of Concordia's plans to change the nature of a large chunk of the ghetto, attempts are being made by MSHC to buy up other houses.

The outlook for a complete solution to the problem is not very bright, says Hirst. Sir George Williams University students are also trying to find housing in the same area that MSHC is now exploring. As well, with the establishment of nearby branch of the new University of Quebec, there just will not be enough room for all the students seeking accommodation.

Concordia Estates denies it will be responsible for any mass exodus of students from the ghetto. President Norman Nerenberg says that his corporation is aware of housing problems for students, and is offering to turn over many buildings now standing in the area to MSHC for long-term periods at low rental values.

Although negotiations between the two corporations have been going on since November, neither side has come to any agreement.

The first group of buildings that Concordia offered was found unsatisfactory by the students. No reasons were given.

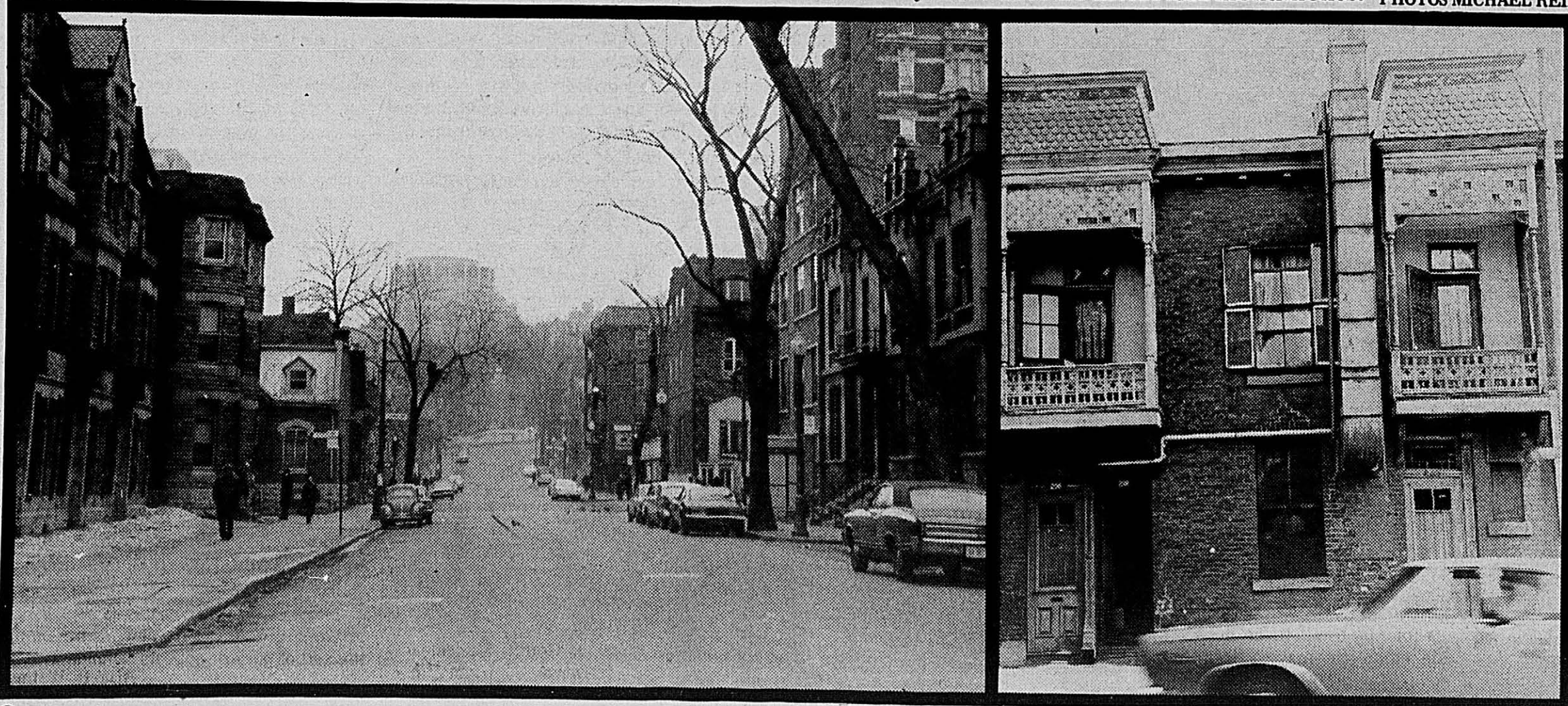
Nerenberg also said that he has offered to build as part of Cité Concordia new

buildings for student residences, provided there are subsidies either from the provincial or federal governments. "If students want to take over all the new buildings that they find suitable, they can do so - provided they have the money." What has been happening in the ghetto is merely the consequence of McGill University's failure in the last ten years to compete with Concordia for the land the latter presently occupies.

Every year students find it harder to get decent housing at reasonable rates. Because many buildings have already been demolished for high-cost apartment buildings, the increasing competition for the older buildings has virtually created what economists call a seller's market. Landlords are finding it more profitable to ignore minor repairs, and still charge higher rents. Every September finds the temporary housing registration bureau in the Union less organized. There has never been any permanent office at McGill to deal with the problem, and it seems that if any efforts are to be made towards solving the problem it must be through a well-organized, expert staff.

The crisis situation, despite the student housing corporation's endeavors, shows no sign of being resolved. The future seems as bleak as ever.

**Resident: "Before they were firetraps. Now that they will be torn down they have become historical monuments."** PHOTOS MICHAEL REID





# FORUM

## faculty union: "a better start"

To the Editor:

Dr St. Pierre's letter about the "radical" faculty union made me very sad. For if a man of understanding and good will misses the point of what we are trying to do, what hope is there for us? I don't want to say, though that his react on to our initial meeting was unjustified. Much of what happened there was ill-judged or ill-done. (I don't believe, to get a ugly point over with, that it showed unsincerity on anyone's part or that Dr St. Pierre has any grounds for suspecting our real motives. I am of course speaking mainly for myself, since that meeting was the first time I met most of the other ten co-sponsors.)

In my understanding of this enterprise, then, we and the other faculty members who have expressed an interest have quite a lot of things in mind for the new union to aim at: not all necessarily connected, and none predominant. Some are pretty narrowly economic: we think McGill needs, at present anyway, a faculty negotiating group that will do more than make faint noises about salaries, budgeting, sabbaticals, tenure policy, etc. And will be aided in this by not allowing administrators, i.e. people responsible for doling out the money, to sit also on the other side of the fence. Some are pretty narrowly educational. We felt that McGill needs, at least at present, a faculty body which will seriously and continuously discuss all and any questions about the way education is carried on within the university. We should as a body have been discussing its implications for the university as a whole. We should, right now, be discussing its implications for the university as a whole. We should, right now, be discussing as a faculty the question of lowering interdepartmental barriers, the question of making for more flexible schemes of examination and grading, the possibilities opened up by our future shift to a 3-year programme, the options for summer courses, etc. We should be working out arguments and positions on the increasing registration of Francophone students at McGill. Some, finally, are broader in their scope. We should have been talking for some time about the implications of McGill's offering CEGEP-equivalent courses for the next 4 years, about our cooperation with Dawson College and the other universities helping in this scheme, about the relations between our courses and those given in the French-language CEGEPs, and our relations with the French-language side of the Quebec educational system. About the implications of all this on McGill's role as an international university. And so forth. I say that the faculty should have been discussing these issues: I know that some — not many — have been raised in MAUT. And, like Dr. St. Pierre, I think our new organisation should be understood as working alongside MAUT, not in opposition to it — a fruitless and bitter opposition at best. Now we do not have unified views on these issues: I don't know what the other co-sponsors think about them, and I can't claim that my own views are firm or well-founded. We simply haven't had enough dialogue, enough co-operative discussion and mutual education. It follows that we haven't got any policies yet. We don't even know if we agree enough among ourselves for "policies" to be possible. The whole enterprise may — if it hasn't already — collapse through fundamental disagreements, even disagreements

about the scope and aims of the new organisation. But all of this only means that the discussions is terribly urgent. So far are we, in my understanding, from simply wanting to propagate a bunch of sinister revolutionary ideas among the faculty! (Actually one would have to be singularly naive to think McGill faculty likely be in the slightest receptive, as a whole, to any idea that smacked of anything remotely revolutionary.)

A final appeal, to Dr. St. Pierre and the many, I hope, who like him are sincerely and profoundly concerned with the educational, and social, functioning of McGill. There has been too much bitterness and, I am afraid, even hatred between faculty members. This last year has been disturbing and disillusioning. We need more of this, more accusations of bad faith, of ulterior motives, of undercover fellow travelling, like we need a hole in the head, as they say. Nor do we need, at this stage, a reckoning of relative guilt. We need attempts by everybody to try to understand the other point of view: at the very least, to try to talk together. As a scientist, Dr. St. Pierre will well know that the rubbing together of conflicting opinions and evaluations is an absolute prerequisite for our beginning to move towards the day when we can talk sense about the deep and urgent problems that face us at McGill. Let's see if we can make a better start this September.

Jeremy Walker  
Assistant Professor  
Dept of Philosophy

## memo from nominating committee

To the Editor:

A letter from Professor Martin Levine in the Reporter issue of May 22 deplored the lack of Assistant Professors on Senate Committee. Because of the lack of representation of junior staff members, the Nominating Committee of Senate sent a note to the Reporter (which appeared on page 6 of the May 1st, 1969 issue) in which the committee informed members of the University community... that it is about to undertake the annual task of reviewing the membership of Standing Committee of Senate. After this review the proposal membership of committees for the 1969-70 session will be presented to Senate. Members of the University are invited to suggest names of individuals whom they consider to be qualified and willing to serve on Standing Committees. A complete list of Standing Committees appears in the front of the Staff Directory, although appointment or election to some of these is prescribed by Senate regulations. Suggestions should be made either to the Nominating Committee." So far very few letters were received from Assistant Professors or any one else; but it is not too late. If you do send a letter, include relevant information about the persons recommended. Since it is planned to effect changes in the composition of many of the committees, such letters should be sent soon.

C. P. Leblond  
Member of the Nominating Committee

## reply to assistant prof riggs

To the Editor:

In reply to Assistant Professor Riggs' letter on the Reserves Policy, I wish to make the following comments.

His letter itself is most revealing in exposing the Assistant Professor's total ignorance of the situation. Moreover, it is astounding to consider that as a historian he must imagine himself to be a social scientist. His one-sided ranting, however, readily destroys the applicability of this label.

For him, the reserves decision is an apparent plot. His paranoia has singled me out as a student member of the committee that did make the decision. The Assistant Professor is under the impression that the committee on which I served was out "to get" faculty members.

I should inform Reporter readers that attempts have been made to inform Assistant Professor Riggs, specifically, of the reserves situation. However, the Assistant Professor has seen fit to fly off the handle despite such individual attention.

For the benefit of the McGill Reporter readership, I should explain my impressions of the reserves situation.

The Reserves Department was established to provide students with an equitable distribution of heavily used and scarce "gut" course material. However, abuses coupled with a poor financial situation emerged to make the system infuriatingly inefficient from the viewpoint of students and staff.

Professors frequently submitted monstrous reading lists. This in itself was not bad. However, an impasse was reached when the number of courses serviced rose to 500. Moreover, faculty members were submitting reserve lists for this past session as late as February!

It was this situation that our committee was confronted with. The issue was not whether twenty or one hundred and twenty book limits should be placed on reserve. We were faced with the dilemma of whether the Reserves Department could function at all without certain guide-lines.

As a student who must make frequent use of reserves, the decision was perhaps harder on me than on faculty members of the committee. However, a very serious question had emerged where it would be impossible to deal with all 500 courses without limitation. Obviously, when faced with such a situation, I had to agree to "half a loaf." To insure flexibility, moreover, provision was made for faculty members who wished to exceed limits to appeal to a sub-committee of the Arts and Science Library Committee.

Assistant Professor Riggs in his negative raving has failed to rationally consider any possible benefits of reserve reform.

A major change may be greater use of the general collection. There may be greater student initiative in using library resources. It should be noted, for the Assistant Professor's benefit, that funds saved from processing infrequently used material could be diverted to building up the general collection.

By being confronted with guide-lines, faculty members will hopefully be forced to reconsider stale sterile course readings. It should be pointed out, again for the Assistant Professor's benefit, that the old system encouraged faculty to add instead of eliminate material from reserve lists. Frequently, reserve lists had been unchanged for years.

It is in this context that Assistant Professor Riggs' comments should be considered.

Another part of his letter that I take issue with is his "Professor," or in this case, "Assistant Professor as God" stand. Fortunately, McGill has evolved from the traditional Professor as God — Student as peon relationship. However, Assistant Professor Riggs' letter reeks with nostalgia

for the good old days of colonial — like administration at McGill. These were times in which students and library personnel could be bullied into accepting capricious faculty demands.

As to the situation at other libraries, it must be remembered that the McGill Library System is on a much poorer financial footing than Yale or Harvard, to cite two examples. I should remind the Assistant Professor that these two institutions spend four to five times more than McGill on per capita library expenditures. Little expertise is needed to observe the vast gaps in certain segments of the general collection.

Hopefully, the Assistant Professor's views are not typical of those held by McGill faculty members. I hope that Assistant Professor Riggs will grow up and face the realities of the library as well as other situations at McGill.

Philip Aspler B.A. III  
Honours History

## a question for the faculty union

To the Editor:

In its Statement in April the "Organizing Committee for a McGill Faculty Union" demanded that the proposed Union "must have a direct voice in the use of the University endowment." This raises interesting questions about the proper functions of a Trade Union of professors who already enjoy "Mitbestimmung" at all levels of decision-taking within the institution which is their employer. However in the French version of its statement the Committee does not make this claim, but merely asserts that "cette organisation... doit avoir droit de parole au sujet de l'utilisation du fonds de donation de l'Université." When I received the Committee's statement I wrote in French to the Acting Secretary to explain my difficulty in reconciling the two versions on this important point, and I suggested that the Committee should make its meaning precisely clear in both languages. I received no answer.

One of the educational facilities which McGill is still able to offer successfully is the opportunity for those of us who wish to become bilingual to practise writing French in our official correspondence. I find that a letter in French gets very prompt attention from the Administration.

H. R. C. Wright

## arctic institute

To the Editor:

We in the Arctic Institute have noted with interest the letter of Professor L.C. Goldberg in your issue of 8 May and that of Professor M.P. Paidoussis in your issue of 22 May.

It seems appropriate to draw to your readers' attention that there already exists in Montreal an Institute which devotes its activities to the North in all its aspects, including research in the physical, biological, and social sciences, and studies of the current and potential developments in the North.

The Arctic Institute of North America occupies premises owned by McGill University at 3458 Redpath Street. The Institute is not part of McGill, but since its inception in 1944 has been very closely associated with the University and our senior staff is listed in the McGill University Telephone Directory.

We would, of course, welcome ideas and discussions with anyone in McGill who has an interest in the North. To suggest that McGill needs a separate new institution for this sort of purpose appears redundant.

Brig. H. W. Love  
Executive Director





**Time out at the Faculty Club. Professor Harry D. Woods (left) joins with Principal H. Rocke Robertson, Professor E.J. Stansbury, new Dean of Arts and Science and Arts and Science Undergraduate Society President Paul Wong in a bit of intellectual gambol.**

# the past and the future

by H.D. Woods

H. D. Woods, Bronfman Professor of Industrial Relations and retiring Dean of the Faculty of Arts and Science begins a leave of absence this week and will return to the University on January 1 of next year as a Professor in the department of Economics. The following is an abridgment of 'valedictory' remarks he made to a meeting of the Faculty of Arts and Science on May 27.

## Members of Faculty,

I would like to address myself to the condition of the Faculty in the university. I recall, as I am sure many of you will, my predecessor's remarks over five years ago when he was relinquishing the office. Kenneth Hare was not optimistic; indeed, he told us frankly he thought the faculty was slipping. It was a sombre note on which to assume office.

Yet I believe that the staff of the university is better today than it was five years ago. The Arts and Science Faculty has grown enormously in that period and many new instructors at all levels have been recruited. I can honestly say that the technical qualifications of the staff has improved. I have watched the appointments in the Departments, and I have been particularly concerned to observe the separations or transfers elsewhere. Of these latter, I can report that the number of highly qualified members of the academic staff who have been lost to other institutions has been remarkably small. In spite of all our difficulties McGill has been able to attract and hold a staff of rising quality. We cannot be sure that this condition will continue, and in any case, it is impossible to know what it is that tips the scales of decision in the mind of one who has been invited to join us, or of one of our staff members who is invited to go elsewhere. I have the impression that the unsettled condition in Quebec is hurting us more than in the past. I could reach disaster levels, especially if the discrimination mentioned by the Director of Finance as reported in this morning's Gazette continues. Whatever the advantages of McGill may be as a long established university with a respected tradition and an enviable reputation situated in this wonderful and exciting city, we cannot endure unless we receive equitable treatment in respect of financial support. This is a fundamental condition of survival.

From time to time a bit of evidence turns up which indicates McGill's unsettled

social and political environment or uncertainty about her future is influencing individual staff decisions. A few letters of resignation have given these circumstances as reasons, although in each case it has not been the principal reason.

We must not overlook the bright side. I know that many of our colleagues have received tempting offers to join other very reputable universities. Sometimes I learn of these offers only by accident. I would like to cite the case of one of our good scientists who came to tell me he had received a very attractive invitation from another Canadian university and that he was strongly inclined to accept. He made it quite clear that he was not bargaining for better terms here but that certain personal associations attracted him to the other university. Had he not been considering it seriously he would not have told me about it. I was able then to get him to reveal that he had declined similar invitations from Toronto, Chicago, California, and Texas. He had not bothered to inform me. I was able to fend off the invader and this excellent scientist and teacher is still with us. I could quote another case of one colleague who declined an offer of a distinguished professorship at another university which carried a salary of ten thousand dollars more than was his McGill salary; or another who left a position in industry to accept a McGill professorship at eleven thousand less than his industrial salary.

These are a few illustrations I know about. I could quote more, and I am certain that there are a great many others unknown to me. They do not surprise me. Indeed it is good. For out of all this comes a feeling that McGill is attractive to staff of high calibre. It is terribly important that we keep it that way.

The period of my deanship has been one of great tension and stress for most universities of the western world. McGill has been no exception, and we come to the end of this academic year in a most unsettled state. I wish I could hand over the office to my successor with a genuine feeling of satisfaction that there is a reasonable level of agreement regarding the resolution of the issues that divide us. Unfortunately I cannot. The public documents and the files in my office, and no doubt in others not available to me, bear witness to the deep cleavages, ideological posturings, and personal animosities which threaten the faculty and the university.

Controversy is a major component of the life of a university, and partisan demonstration is a natural instrument for the projection of controversy to a wider forum. Traditionally, McGill has been able to take both controversy and demonstration in its stride. But perhaps we have not full understood why the stability of the university in the past has been assured, even though the campus was from time to time somewhat tumultuous. I believe that the forces of protest in earlier years were weaker and less able to muster wide-spread support; also, that the structure of government in the university itself was more effective in meeting confrontations.

Times and circumstances have changed. The phenomenal expansion of the university and the insatiable demand for operating revenues has made government a tremendously important element in university affairs. There is also the student movement and the demand for sharing of power on the campus with which you are all familiar. Lastly, during the years from 1950 there was an attack by staff on the university power system, especially as it was embodied by the Board of Governors. In fact I was one of those who was actively engaged in the transfer of effective power from the Board to Senate and the Faculties. I believe those of us who brought about these changes were right in doing so. The locus of power as it had existed was no longer defensible. But we did not foresee all the consequences.

The weakening of the authority of the Board of Governors unintentionally weakened and even undermined the position of the academic hierarchy as well. We thought we were instruments in the transfer of function and especially of authority from the Board to Senate, faculties, and departments. But we also inadvertently exposed the Principal, the Vice-Principals, the Deans, and the chairmen of departments to whatever other forces should emerge on the campus. With the rise of the student power movement the weakness of the academic hierarchy became obvious. The danger in all this is that responsible exercise of authority by those in positions of responsibility may be rendered impossible.

Only the academic staff of the university can redeem the position. Any attempt on the part of the Board of Governors to exercise in fact the authority it possesses de jure will be rightly resisted by even the conservative elements in the teaching

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# Cohen, Frost, Winkler, Woods: Four Administrators

by A. A. TUNES

Each of the men who this week relinquishes his administrative post leaves behind him a number of achievements which form part of the continuing story of McGill University.

**Maxwell Cohen — Dean of the Faculty of Law, 1964-69**

The first of three major developments in which Maxwell Cohen has played a leading role is the founding of the National Law School Programme. This programme provides for training in the civil law for admission to the Quebec Bar, and also for training in the common law, so as to permit graduates to seek admission to the Bar of any province in Canada. The McGill Law Faculty will now be training the first truly "bi-systemal" lawyers in Canada — or the first truly "Canadian" lawyers, in the sense that they will be familiar with both legal systems in the country.

He has also been largely responsible for the founding of the Institute of Comparative and Foreign Law, as well as further advances in the Institute of Air and Space Law, as well as further advances in the Institute of Air and Space Law. These institutes, together with post-graduate studies in civil law and public law, have given McGill the largest post-graduate programme of any law school in Canada.

It was due to Max Cohen's initiative that the Faculty of Law acquired the new Chancellor Day Hall and vastly improved its library. He also supported a continuing reform of the law curriculum, with three major reforms in his five years of tenure. They all point toward greater flexibility, more optional courses, and more adaptability to the idea of a truly national law school programme, with the additional dividend of French-language options in many of the civil law core courses. All of this was done recently, with full student participation on the curriculum committee of the faculty.

On the subject of his own faculty in the future, Professor Cohen comments: "But deeper than the question of courses and specialization is the whole argument about the social responsibility of a modern law school. The McGill Law Faculty hopes to become as socially aware of the challenges of the day as it is professionally competent to meet them."

Prof. Cohen will remain with the Faculty as a teacher, after a short leave of absence to fulfill some professional responsibilities.

**Stanley Frost — Dean of the Faculty of Graduate Studies & Research, 1963-69.**

Under Stanley Frost's deanship, the Faculty of Graduate Studies & Research has grown a considerably. When he assumed his post, there were about 1,200 students enrolled in the faculty; next year, there will be an estimated 3,600 registrations. The most significant area of growth lies in the professional disciplines: the Graduate School of Business is a case in point, as is the School of Social Work, whose standards were raised after it was taken into the faculty. In Library Science and in Engineering there were interesting developments in graduate degrees and diplomas. The School of Architecture has also made plans for new degrees.

On the research side, there was a large increase in research funds over the years, from \$5½ million to over \$13 million per annum. The research Master's degree, which had been in decline, underwent a resurgence and there was remarkable growth on the Ph. D. level. In fact, McGill now offers the Ph.D. degree in more areas than any other university in Canada; one in four Ph.D.'s given across the country comes from McGill. Generally, there is a new concern in the faculty for the quality of work in all areas, particularly in the amount of

careful attention given to the work and progress of candidates for research degrees.

On the interdisciplinary level, Dean Frost's stewardship saw the initiation of the Marine Sciences Centre, the Centre for Developing-Area Studies, the Bio-Medical Engineering Unit, and the Magnet Laboratory. With the support of the faculty, research in the Humanities has been growing appreciably, as has research in the Social Sciences and the Law faculty. In recent years, the structure of the faculty has been under review, and Senate is now on the point of approving a new structure to bring everyone above the rank of assistant professor into the faculty, in order to emphasize that graduate work is central to the University, and not a separate, distinct entity.

Dean Frost will take up the post of Vice-Principal (Planning and Development).

**Carl Winkler — Vice-Principal (Planning and Development) — 1966-69.**

Vice-Principal Winkler has been behind all aspects of the physical development of the University over the past several years, besides filling in, during the past year, as acting dean of the recently constituted faculty of management, a role somewhat different for a chemist. He has been Chairman of one of Senate's key committees — the Committee on Development. Since August 1968, he has also been Chairman of the hard-pressed Sub-committee on Space Allocation for the Montreal campus, and a member of its counterpart at Macdonald College.

He has been faced with the formidable task of worrying through all facets of the growing pains of the University in a period of human and academic expansion. He has had to concern himself with everything from requests for a single office, through rehabilitation of existing facilities to meet specified needs, to the submissions, specifications and construction of complexes to house new academic units.

Other projects in which he has played an important role have been recent additions to the University's facilities such as the McLennan Library (which opens officially on June 6), the enlargement, of the Macdonald Engineering Building, and construction of the Magnet Laboratory, the Radar Weather Observatory at Ste-Anne de Bellevue, the Centennial Student Centre, the married student apartments at Macdonald College, the Mineral Research institute at the Gault Estate, and the Post-Graduate Student Centre.

Dr. Winkler now returns to the laboratory and the classroom in the Department of chemistry.

**H. D. Woods — Dean of the Faculty of Arts and Science, 1964-69**

With approximately 6,500 students and 500 full-time members of the academic staff, the Faculty of Arts and Science dominates the campus. Dean Woods, like his colleague Max Cohen, has played a central role in the life of McGill University during his term of office.

One of his first tasks was to preside over the process of re-organizing the government of his conglomerate. The logical answer appeared to lie in some form of decentralization which would be meaningful and efficient. The former "groups" in which related departments were organized were replaced by "divisions", with vice-deans at the head of each division. The divisions were assigned larger responsibilities in the area of academic planning; they became, in a sense, "sub-faculties." The Faculty Council was made into a kind of "steering committee" for the faculty, and was given a greater administrative role.

Dean Woods also supported the introduction of "major" programmes, which fall

between the general B.A. degree and the Honours degree. The "major" programmes were devised for those students who required concentration in certain fields of study, but who were terminal, or at the most wished to proceed to the Master's level. It appeared that this concentration was necessary for students who intended to teach in the high schools and CEGEPs, or who planned careers in industry. Once this programme started, it spread out to encompass "area" majors in such fields as industrial relations and French Canada studies.

A more recent new development was the inauguration of the Board of Studies in the faculty. This body, under the chairmanship of the Dean, has authority to sanction experimental programmes for a period of three years: the programme in Functional French is an example, as is the Experimental Summer School taking place on the campus now, and a self-teaching programme in psychology — on a pass-fail basis, to be run by students — which will be introduced next autumn.

In the area of student orientation, the faculty introduced a full-scale first year student counselling system, under which each student was assigned to a member of the faculty. Coupled with this, a programme of pre-registration counselling of first-year students has been remarkably successful, with a participation of some 95 percent of the eligible students this past year.

After a leave of absence for writing and research, Professor Woods returns to teach in the Department of Economics on January 1, 1970.

## A tribute to Dean H.D. Woods

BY PAUL WONG  
President, Arts and Science Undergraduate Society

A very few times in his admittedly brief university career, a student is privileged to come across an individual from whom he cannot but have a profound respect. Most often a student finds such admirable qualities in the person of an inspiring professor.

I have had the unusual fortune this past year, one most students don't have the opportunity to experience, to have encountered this phenomenon in an administrator.

In the critical times this university has faced these past few years, the greatest breakdown has been on the level of human relationships. For although our differences have been substantial on most major issues, there has always been on my part, and I think the feeling has been mutual, a sense of respect and a trust in the rationality of one another. It is a relationship that is sorely lacking in parallel situations at other levels of university government among staff, and between staff and students, and its absence poses perhaps the primary problem McGill faces, for it has been responsible for the sterility of many an university body. It seems fundamental to resolving our differences that we do so on a non-personalist basis, in respect for one another as human beings. Whatever agreement Dean Woods and I have reached this past year has been due to this respect, this absence of a vindictive ad hominem approach; this is perhaps the greatest tribute one could pay any man, and I pay it to Dean Woods.

### past and future

Continued from page 10

staff. Even more dangerous to academic integrity than a restoration of Board power would be intervention from outside the university itself by either private groups or public authorities, however well intentioned. What is necessary is that the staff recognize what is at stake. The fact is that they alone can protect the university and restore some sort of functioning equilibrium based on widely accepted values. Conversely, the staff may be the medium through which the university destroys itself. If it continues along the present road where confrontation is tending to replace controversy, where bitterness, suspicions, intrigue, and manoeuvre appear to be supplanting mutual trust and respect, the future of McGill is indeed depressing.

Conversely, the staff may be the medium through which the university destroys itself. If it continues along the present road where confrontation is tending to replace controversy, where bitterness, suspicion, intrigue, and manoeuvre appear to be supplanting mutual trust and respect, the future of McGill is indeed depressing.

The most frightening circumstance in McGill today is not the student confrontation but the lack of credibility among segments of the staff, and between some staff members and academic administration. Within some departments factional conflict is severe and destructive political factions are the order of the day. The constitutional order is challenged, and the politicizing of the faculty continues.

I appeal to all groups and especially to each individual member of staff to engage in careful reflection and to consider the probable consequences of his or her own actions concerning the welfare of the faculty and the university. While we must recognize the great changes that are taking place in society and in the universities themselves, we cannot on this account justify irresponsible actions of our members. Indeed the reverse is true. The values upon which a free university must be built are always suspect in the real world of politics and industry and ordinary social relations. Any such university must exist in an atmosphere of tolerance which an aroused public or an activist student body will not wish to permit.

Our survival depends upon the extent to which the teaching and research staff recognize the dangers from within and without the university and realize the urgent need to reduce factionalism and strengthen the hands of the Principal and his immediate associates as well as the Deans and vice-deans and departmental chairmen.

You have been very patient with my abuse of privilege. Now I must thank you all for your patience and for your cooperation during the last five years. I have enjoyed the deanship and I hope I have been useful to Faculty. I have especially enjoyed presiding at faculty meetings. On the other end of the scale I have found attendance at meetings of the reformed Senate, where all the conflicts and suspicions and politics of the university are on display, the most distasteful part of my duties. I sincerely hope we can so manage the affairs of the Faculty of Arts and Science that we avoid the tragedy of Senate.



## short story

by DANIEL BARDHAL

Springtime in Umpayo, Chile, lasts a short time. The summer heat, anywhere up to a hundred and twenty in the shade, acts on you like a sauna bath. Walking into town, a distance of about one mile, requires all the mental determination you can muster. By the time you sit down at the small bar in the Hotel La Provencia you've barely the strength or the desire to chat with your companions.

All this describes the weather-wise hardships of most of the inhabitants of Umpayo. That is, around late May. But not so, the retired professor of biochemistry, Dr. M. T. Laffing. Balding, short, with a nose that seemed to have been broken many times, his eyes laced with a collision of yellow threads, he seemed the kind of human who had died a long while ago but who had, by sheer determination, encouraged his legs to walk, his heart to beat, and his brain to supply his conversation with a minimal amount of wit, intelligence, and purpose.

Lately, he had been preoccupied with what he called the Progressive Disintegration of the Senses, and though no-one really understood what he was talking about it seemed so obviously interesting to himself that we all sat for hours in deep attention as he described his observations, and then corrected them himself. After several weeks the subject had become so involved that we secretly believed that he no longer had any idea what he was saying. However, it was the practise of our little group never to threaten the autonomy or complacency of any of our members. And so, we let it pass.

On the morning that Laffing lost his temper, smashed his glass on the wall, called us all "ranking imbeciles," (I believe he said of the "first class,") and stomped out of the bar, the temperature had reached a new high of one hundred and twenty three.

Jefferson, looking up slowly from a crossword puzzle he had not completed in six years, looked questioningly at the rest of us for a full minute before returning to his puzzle. This itself was an occasion of singular importance but I don't believe anyone mentioned it at the time.

The point is, Laffing was never the same.

reporter

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PRODUCTION: HELEN MURPHY  
PHOTOGRAPHY: CHRIS PAYNE  
(UNLESS OTHERWISE CREDITED)

Published weekly by the Information Office of McGill University, 805 Sherbrooke Street West, Montreal 110, Quebec, and distributed free of charge to faculty, students, staff and friends of the University.

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## coming events

JUNE 6 - AUGUST 5

JUNE 6

FILM SOCIETY SPRING SERIES: The Marx Brothers in "Room Service." 8:30 p.m., L-132.

QUEEN'S UNIVERSITY: Ontario Society of Occupational Therapists sponsors post-graduate course - "The Emotionally Disturbed Child and Adolescent." Kingston Hall, Queens University, Kingston, Ont.

JUNE 7

CINE-WEEK-END: "Kwaidan," directed by Masaki Kobayashi. In three parts - "Illusion," "La Femme des Neiges," and "The Story of Miminshi-Hoishi." 8:30 p.m., 3860 St-Urbain. 274-7534.

JUNE 9

INSTANT THEATRE: John Whitelaw, harp sichordist, plays works by Byrd, Couperin, and Scarlatti. 12:00, 12:40, and 1:20 p.m. Place Ville Marie.

ORGANIC CHEMISTRY COLLOQUIUM: "Some Aspects of Plant-Phenol Chemistry," by Dr D. C. Ayres (Univ. of London, England), 4:15 p.m., Room 10, Maass Chemistry Bldg.

JUNE 10

THEATRE XV: "The General's Tea Party," by Vian. 8:30 p.m., Moyse Hall, through June 21. Further information, 392-4990.

SUZUKI STRING WORKSHOP: Lecture, demonstration, and massed playing. Master teacher, Dr. S. Suzuki. Pupils from the Westmount Schools, ages 2-15. All day session, \$3.50. Westmount Auditorium, 435 St. Catherine W. Further information, 933-5731.

JUNE 11

CHINESE MUSICAL EVENING: Small ensembles and recordings. 8 p.m., lounge of the Centre for East Asian Studies, 3483 Peel Street.

JUNE 13

FILM SOCIETY SPRING SERIES: "Don't Look Back," starring Bob Dylan, Joan Baez and Donovan. 8:30 p.m., L-132.

JUNE 14

DEMONSTRATION OF CHINESE INK PAINTING: Mr. Lee (China Pagoda, Montreal) is the guest of the Summer School of Chinese. 10 a.m., lounge of the Centre for East Asian Studies, 3483 Peel St.

JUNE 18

CHINESE ACROBATICS: A film presented by the Summer School of Chinese, 8 p.m., L-26.

BIOCHEMISTRY SEMINAR: "Association, Dissociation Phenomena of Catalase." 4 p.m., Palmer Howard Theatre.

JUNE 20

FILM SOCIETY SPRING SERIES: "Battle of Algiers," directed by Pontecorvo. 8:30 p.m., L-132.

JUNE 21

POP MUSIC FESTIVAL, TORONTO: Among those scheduled to appear are the Blood, Sweat and Tears, Steppenwolf, Tiny Tim, José Feliciano, Slim Harp, and Chuck Berry. Varsity Stadium, Toronto.

JUNE 24

THEATRE XV: "The Homecoming," by Pinter. 8:30 p.m., Moyse Hall, through July 5. Further information, 392-4990.

JULY 9

FRANCOISE PETIT, PIANIST: Concert presented by the Ecole Française d'Ete. Works by Debussy, Roussel, Satie, Koehlin, Jolivet, Charpentier, Messiaen. 8:30 p.m., Redpath Hall.



DAVID RAE - guitarist and songwriter - appearing until June 8 at the Back Door Coffee House, corner of Sherbrooke and McTavish.

JUNE 8

THEATRE XV: "Everything in the Garden," by Albee. 8:30 p.m., Moyse Hall, through 19. Further information, 392-4990.

JULY 22

THEATRE XV: "Evening of One Act Plays, 8:30 p.m., Moyse Hall, through August 2. Information, 392-4990.

JULY 25 - 27

MARIPOSA FESTIVAL: Toronto Island hosts Canadian folk singers. Guests will be Joni Mitchell, Ian and Sylvia, Bonnie Dobson, Neil Young, John Alan Cameron, and Alanis Obomsawin.

AUGUST 5

THEATRE XV: "The Bacchae," of Euripides. 8:30 p.m., Moyse Hall, through August 16. Further information, 392-4990.

## bulletin board

The Reporter welcomes submissions to its pages for its next publishing year beginning in the fall. Any person from any place in the world may submit material of any length and in any genre. Articles of a substantial nature, dealing with its subject in depth, will be given priority. Poems, short stories, and reviews will also be considered. Manuscripts should be typed and the contributor should enclose a stamped, self-addressed envelope.

The Board of Governors of McGill University and the Board of Management of The Montreal Children's Hospital announce the appointment of Dr. Mary Ellen Avery as Professor and Chairman of the Department of Pediatrics, Faculty of Medicine, McGill University, and Physician-in-Chief of The Montreal Children's Hospital.

At the Allen Memorial Institute, Professor G. P. Rainolds declared yesterday: "I have had enough of democratization." Visiting hours are from 2-4 p.m.

The Communications Committee meets next at 2:30 Friday, June 13.

The new dean for the Faculty of Management will be announced next week.

Professor C. G. Gifford, BA '39, will become director of the University of Manitoba School of Social Work effective July 1, 1969.

The Gray Hearings reconvene at 10 a.m. Monday, July 2.

## employment

CLERK TYPIST

For Accounting Department. Accurate typing. Must have basic ability with figures. Call 392-5364.

TECHNICIAN (male)

For Chemistry Department to operate the ultracentrifuge. 1-2 years university or equivalent in chemical technology. Good mechanical aptitude. Darkroom experience an asset but not essential. Call 392-5364.

JR. TECHNICIAN

Young man interested in a technical career to be trained in our histology department. Grade 12 Must like team work. Call 392-64.

GIRL FRIDAY

For medical doctor involved in teaching and research. Dictaphone and typing. Varied duties. Early 20's. Call 392-5363.

STENOGRAPHER

For Music Faculty. Must enjoy working with people. 60 w.p.m. typing, 100 w.p.m. shorthand. At least 2 years' experience. Call 392-5363.

PERSONNEL CLERK

Young lady, accustomed to working independently, for a clerical position requiring contact with employees in all areas of the university. Typing essential, French conversation an asset. Call 392-5363.

JR SECRETARY - PR

Varied duties for a bilingual girl in our P. R. department. Must have excellent typing. Minimum 1 year experience. Call 392-5363.

CHAIRMAN'S SECRETARY - BIL.

Career opportunity for a fluently bilingual secretary to be responsible to the head of a large academic department. Successful candidate must be discreet, well-organized and able to work with minimum supervision. Call 392-5363.

STENOGRAPHERS

Experience stenographers for Chemistry department and Law Faculty. Dictaphone and some receptionist duties. Call 392-5363.

DICTA TYPIST/REC TYPIST/CLERK TYPIST

Several openings for accurate typists in departments such as accounting, press, psychology, medicine, etc. Must like team work. Bilingualism an asset but not essential. Call 392-5364.

TYPIST

Typist, with wide experience, seeks work at home, theses, term papers, manuscripts, etc. Work called for and delivered, if desired. Call 767-7419, Mrs. Goldsworthy.

TYPIST

Typist at home in English, French, Spanish. Typing at home in English, French, Spanish, Italian, German and Danish. Mrs. A. Madsen 737-2135.

DEAN'S SECRETARY

Senior position available for a secretary with previous office administration experience. Successful candidate must have excellent secretarial skills, be able to work independently, and organize the work load. A person with initiative, judgment and ability to make decisions is required. French conversation an asset.

Call 392-5363 or write to Personnel Department McGill University, 805 Sherbrooke Street W.

MOTHER'S HELP

Mother's help to start as soon as possible for Laurentian cottage. Weekends off if desired. \$20/week. CR 7-7295.